

E-GRANT – Title I

PARENT INVOLVEMENT SAMPLE ANSWERS

TOPIC 6

1. How have parents participated in the development of the Parent Involvement Plan/Policy?

The district endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. Pursuant to federal law the district developed jointly with, agreed upon with, and distributed to parents of children participating in the Title I program a written parent involvement policy. At the required annual meeting of Title I parents, parents had opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental involvement goals were presented.

2. How are parents involved in the school review and improvement process?

In addition to the required annual meeting, at least three additional meetings are held at various times of the day and/or evening for parents of children participating in the Title I program. These meetings are used to provide parents with (1) information about programs provided under Title I; (2) a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; (3) opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and (4) the opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

3. How does the district assist schools in planning and implementing parent involvement activities?

The school district assists schools in planning and implementing parent involvement activities through the following: (1) facilitate and implement the Title I Parent Involvement Plan/Policy; (2) provide training and space for parent involvement activities; (3) provide resources to support successful parent involvement practices; (4) provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners; (5) send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

4. How does the district assist schools and parents in building capacity for involvement?

The District Management, Title I Director and Parent Involvement Coordinator provide consultation and training to teachers and staff that helps them to develop increased parent involvement. The District Management, Title I Director and Parent Involvement Coordinator meet regularly with staff to discuss and plan school-based Parent Involvement activities and discuss ways to increase Parent Involvement and supplement parents' knowledge and skills for helping their student achieve. The district provides inservice to staff and parents to equip them with skills necessary in literacy and technology to aid in their child's development. The district facilitates coordination among all education programs for a more effective Parent Involvement program. The district provides assistance to parents in understanding the state's academic content standards, state and local assessments, and progress monitoring techniques.

5. How does the district coordinate and integrate parent involvement strategies with Pre-K programs, if any exist?

Administrative personnel serve on the Head Start Board of Directors and the district operates a Pre-K program. This participation in Pre-K programs allows the district to meet regularly with Head Start personnel to plan and evaluate program/student needs. The district's Pre-K program works in conjunction with the K-2 program to begin the reading strategies contained in the Read Well Program to assist students in reading proficiency. Moreover, the district works in partnership with other county schools through a Title III consortium arrangement to identified LEP children, migrant children, and Native American children in hopes of developing early intervention strategies in reading and mathematics instruction. From that arrangement, administrative and staff representatives meet regularly with Head Start personnel to plan and evaluate the program with respect to student needs.

6. How does the district conduct, with parents, an annual evaluation of the content and effectiveness of the parent involvement policy and Title I program? Describe how you will determine if there are any barriers to greater parent participation.

At the beginning and end of the school year, Title I program instructors communicate with each parent, personally or by mail to set a meeting date and time. That meeting serves as the springboard to inform parents of the Title I purpose, focus, and ultimate goal of reinforcing areas of academic concern in mathematics and language while at the same time providing parents with the opportunity to comment on the content and effectiveness of parent involvement and potential barriers to that involvement. Moreover, throughout the school year, parents are given the opportunity to offer suggestions as to how, as a parent, they can feel more connectedness to the program. Based on those discussions, the Title I program instructors and building principals meet at the end of the school year to analyze the strengths and weaknesses of the previous year's program and plan program adjustments.

7. How is the requirement for parent compacts being implemented?

Each school in the district receiving Title I funds develops a School-Parent Compact outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The School-Parent Compact (1) describe the school's responsibility to provide high-quality curriculum and instruction; (2) indicates the ways in which each parent can be responsible for supporting their child's learning and participating, as appropriate, in decisions related to their child's education; (3) addresses the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conference, frequent reports to parents, and reasonable access to staff; and (4) the school system provides opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

Performance Indicator: Annual Title I Part A Parent Involvement Evaluation

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